بسم الله الرحمن الرحيم



أثر برنامجين إرشاديين في تعديل أنماط التعلق غير الآمنة لدى عينة من المراهقين

The Effects of Two Counseling Programs in the Modifying Insecure Attachment Styles Among a Sample of Adolescents

عبد الله محمد بني أرشيد

الدكتور عبد الكريم محمد جرادات

2014

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أثر برنامجين إرشاديين في تعديل أنماط التعلق غير الآمنة لدى عينة من المراهقين

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الأستاذة الدكتورة شادية احمد التل..عضواً

أستاذ في علم النفس التربوي، جامعة اليرموك

الدكتور قاسم محمد سمور ....عضواً

أستاذ مشارك في الإرشاد النفسي، جامعة اليرموك

الدكتور رعد لفته الشاوي ....عضواً

أستاذ مشارك في الإرشاد النفسي، جامعة اليرموك

الدكتورة سعاد منصور غيث..عضواً

أستاذ مشارك في الإرشاد النفسي، الجامعة الهاشمية

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الإهداء

إلى روح والدي رحمه الله

الذي بزل جهده ووقته وماله لتربيتي وتعليمي لوصولي إلى ما وصلت إليه

إلى والدتي الحبيبة

التي سهرت الليالي الطوال وغمرتني بالحنان والحب والدفئ وكانت وما زالت تلك الشمعة المضيئة في حياتي

إلى إخواني وأخواتي تلك النجوم المضيئة في حياتي

إلى كل من علمني حرفاً

إلى الأصدقاء والزملاء والأقارب الطيبين

إلى كل من أعانني في مسيرة هزا البحث

إلى محبي وطلبة العلم

ł ơĠŀ!ƒ

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الملخص باللغة العربية

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الفصل الأول

الخلفية النظرية

المقدمة

[illegible]

[illegible] (2009 [illegible]

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(Walsh, 2010)

(Kenny, 1994)

.(2004

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.(2007

(6-3)

.(Scharfe & Bartholomew, 1994)

.(2009

Internal Working)

(Assimilative Process) (Models

(Accommodative Process)

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(Assimilative Mode)

(2007)

(2009)

- (secure Attachment)
- (Avoidant Attachment)
- (Anxious-Ambivalent Attachment)

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[illegible]

Kim,) [illegible]

.(Trickett, & Putnam, 2011

3. [illegible] (Emotional Dance) [illegible]

.(2007 [illegible])

4. [illegible]

.(Iwaniec & Sneddon, 2001) [illegible]

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5. [illegible]

[illegible]

[illegible]

[illegible]

[illegible] .(2007 [illegible])

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]:

[illegible]

[illegible]

[illegible]

[illegible] .(Kurth, 2013)

[illegible]

[illegible]

[illegible]

[illegible]

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.(2004

.(2009

(Hull)

.(2009

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[illegible]

[illegible] .(Kurth, 2013) [illegible]

[illegible]

.(2009 [illegible]

[illegible] (Bowlby) [illegible]

[illegible]

(Delius, Bovenschen, & Spangler, 2008) [illegible]

[illegible] .(Piaget)

[illegible]

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.(Stevenson, 2007)

.(Bowlby, 1982)

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[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] 3) [illegible] -4

[illegible]

.(Talley, 2012) [illegible]

[illegible]

[illegible]

[illegible]

Taylor,) [illegible]

.(2010

[illegible]

Markiewicz, Lawford, Doyle, & Haggart,) [illegible]

[illegible] (2006

[illegible]

[illegible]

[illegible]

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(Rees, 2005)

(Bowlby, 1988)

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(Bretherton & Munholland, 1999).

(Crittenden, 2000).

(Markiewicz, Lawford, Doyle, & Haggart, 2006).

© Arabic Digital Library-Yarmouk University

.(Kim-Spoon, Longo, & Mccullough, 2012)

.(Crittenden, 2000)

.(Ammaniti, Van, Speranza, & Tambelli, 2000)

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.(2011

(2003)

(1999)

.(2001

.(2006

.(2001

Elements of Communication

:(فريق تحسين الأداء، 2010)

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- المرسل (Sender): [illegible]

- الرسالة (Message): [illegible]

- الوسيلة (القناة) (Medium): [illegible]

- المستقبل (Receiver): [illegible]

- التغذية الراجعة (الاستجابة) (Feed back): [illegible]

[illegible]

[illegible]

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(فريق تحسين الأداء، 2010).

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(Morey, 1993).

أ-

ب-

ت-

ث-

ج-

ح-

خ-

د-

ذ- (Pajares, 2002).

(Morey, 1993).

© Arabic Digital Library-Yarmouk University

.(Hanter & Gambell, 2005)

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Egbochku &) [illegible]

.(Obiunu, 2006

[illegible]

.(2006 [illegible])

[illegible]

.(Benz, Bardley, alderman & Flowers, 1992) [illegible]

[illegible]

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Hanter &

.(Gambell, 2005)

.(Benz, Bardley, alderman & Flowers, 1992)

مشكلة الدراسة

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[illegible]

فرضيتا الدراسة

1. [illegible] (**0.05 = P**) [illegible]

2. [illegible] (**0.05 = P**) [illegible]

أهمية الدراسة

[illegible]

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هدف الدراسة

التعريفات الاجرائية

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[illegible]

[illegible] .(1994 [illegible])

[illegible].

حدود الدراسة

1. [illegible]

.2014/2013 [illegible]

2. [illegible].

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الفصل الثاني

الدراسات السابقة

ăƥù! ƨùǁžƙ!ƒ YĂù ưĂǆƞ ƗǁŢ!ƒ ƘƒƦ ƗƞƓƖ!ƒ ƘƓƖƒƧƥ!ƒ ýŢƽ!ƒ ƒƦǋ Ŏƽ ƗơƓƞ!ƒ ýĂƓǉƙ

ƘƧùƞƙƤƒ ĂƉ ăƧùƤŰƒ ƘƒƧŏǆƙǆƓ!ƓùƞƓ ƨǁžƙ!ƒ ƗƿǖƵ ƘǎơƞƓ ƘƓƖƒƧƥ!ƒ ǉƦǋ ƘǉƓƗƉ ƇƒĂƖ ÜǈŏǃǋƒƧǆ!ƒ

.Ɠǋƙŏǁ ƵƓƽ

Ŏƙ!ƒ (Adam, Sheldon, & West, 1996) ƘƖŏĂĂ ÜǈĂƥǁŏŢĂ ÜǆƥƇ ƗƖƒƧƥ ƘƧƓŢƉ

ÜƗŏ!ƓǆŢ!ƒ ƓƙĂƗƒƥ ƗžƱƓǃǆ Ŏƽ ǈŏǃǋƒƧǆ!ƒ ƥǉƵ ǐƧƓơƙǉŰƒ ǁĂǁƖ!ƒ ơŏƧƓƙĂ ƨǁžƙ!ƒ ǆŏƲǉƙ ƗƞƧƥ ƘǎơƞƓ

ƨǁžƙ!ƒ ƩƓŏǃǆ ǆƥƤƙƖƒ ƗƖƒƧƥ!ƒ ƘƒƇƒƧƞǗĂ ÜƗ!Ɠơ!ƒ ƘƓƖƒƧƥĂ ǆǋƙǖƞƖ ƗƵƞƒƧǆ ýǖƤ ǈǆ ǁ!ƦĂ

Ǐ!ǒ ƗƖƒƧƥ!ƒ ƘƧƓŢƉĂ .ŎƖƽǉ!ƒ ƜǖƵ!ƒ ǈĂǁǁƙŏ ǈǆǆǆ ƓǁǋƒƧǆ (133) ǈǆ ƗǉĂƗǆ ƗǉŏƵ Ǐǁƽ ǈŏƷ!Ɠƞǁ!

ƘƒƦǁ! ƦƊǆ ýƗƢƞ ƨǁǁ!ƒ ǆǋǉǁžƙ ǈƵ Ƨŏƞƙǁ! ƴƽƥ!ƒ ǆǋŏƥ! ǈŏŏƖƽǉ!ƒ Ǐưƨǆ!ƒ ǈǆ ǈŏǃǋƒƧǆ!ƒ ǈƉ

.ǈŏƧƤŭ!Ă

ƱùǆǉƗùƿǖƵ Ǐùǁƽ ƾƧƙ!ƒ Ǐ!ǒ ƘƽƥǊ ƗƖƒƧƥ (Muras, 1996) ƩƒƧĂǆ ăƧƞƉ ƓǆƗ

ǆǋƧƓùǆƵƉ ƱƖĂƙǆ ǁǋƒƧǆ (60) ǈǆ ƗǉŏƷ!ƒ ƘǉĂƗƙĂ ÜǈŏǃǋƒƧǆ!ƒ ăƥ! ŎƵƓǆƙƞŰƒ ǁĂǁƖ!ƒ Ŏƽ ƨǁžƙ!ƒ

ƨǁǁ!ƒ ƨǁžƙ!ƒ ǐĂƦ ǈŏǃǋƒƧǆ!ƒ ǈƉ ǊƓƙǉ!ƒ ƘƧǋƱƉĂ .ƓƧŏƞŏǉ Ŏƽ ƩƧƒƥǆ (3) ǈǆ ƗǉƖ (17-13) ǈǆ

ǈŏǃǋƒƧùǆ!ƒ ƴùǆ ƗǉƧƓǆ!Ɠƞ ƨǁ!ƒĂ ƔƓƙƗŰƒ ǈǆ ƗƶƽƧǆ ƘƓĂƙƖǆ ǆǋŏƥ! ǈƓƗ ŎƞǉƞƙƓ ƨǁžƙ!ƒ ǐĂƦĂ

.ǈǆŰƒ ƨǁžƙ!ƒ ǐĂƦ

Sokol-Katz, Dunham, &) ǈƓùǆƧǆŏƨĂ ÜǆƓǋǉĂƥĂ ÜƨƙƓƗ ýĂƗƖƒ ƗƖƒƧƥ ƘƧƓŢƉĂ

ƧƥùŢǆƗ ǐƥ!ƒĂ!ƒ ƨǁžƙ!ƒĂ ƗŏƧƖŰƒ ƒ ƒƓŢƤ!ƒ ǈŏƞ ƗƿǖƵ!ƒ ƘƖƧƥ Ŏƙ!ƒ (Zimmerman, 1997

ƸƧĂùƗƦ (599)Ă ÜƗƓùǉǒ (596) ǈǆ ƗǉĂƗǆ ƗǉŏƵ ýǖƤ ǈǆ ÜǈŏǃǋƒƧǆ!ƒ ăƥ! ƗƽƧơǉǆ!ƒ ƘƓƗĂǁƖǁ!

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[illegible] (48) [illegible] (14-11) [illegible]

[illegible]

[illegible]

[illegible]

[illegible].

[illegible] (Bookwala & Zdaniuk, 1998) [illegible]

[illegible]

[illegible] (85) [illegible]

[illegible]

[illegible]

.[illegible]

[illegible] (Simon & Bounchey, 1999) [illegible]

[illegible]

[illegible] (30) [illegible]

[illegible]

.[illegible]

[illegible] (Petherick, Jillian, & Master, 2005) [illegible]

[illegible]

[illegible] (12) [illegible] (130) [illegible]

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[illegible]

[illegible] (2009) [illegible]

[illegible] (526) [illegible]

[illegible] (Menard, Shoss, & Pincus, 2010) [illegible]

[illegible] (278) [illegible] (148) [illegible]

[illegible] (Dereli & Karakus, 2011) [illegible]

[illegible] (343) [illegible]

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(2011)

(475)

Yaghobi, Mohagheghy,

(Moghadam, & Ghodarzi, 2012

(340)

(Boone, 2013)

socially

(prescribed perfectionism

(17) (328)

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(Stefini, Horn, Winkelmann, Geiser-Elze, Hartmann, & Kronmuller, 2013)

(70)

(%23) (%63).

التعقيب على الدراسات السابقة:

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(Stefini et al., 2013)

(Stefini et al., 2013)

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الفصل الثالث

الطريقة والإجراءات

[illegible]

مجتمع الدراسة:

[illegible] (143) [illegible]

.2014/2013

عينة الدراسة:

[illegible] (30) [illegible]

[illegible] (10) [illegible] (10) [illegible] (10) [illegible]

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أدوات الدراسة:

Tasso, Brown, Griffo, & Maxwell, 2012; Lang, 2009

.(Peley, Barlay, & Bernath, 2012; Limke, & Mayfield, 2011

(24)

(5) (1)

(**Secure Attachment Style**): - 1

(8) (8) (40)

.(2, 5, 8, 11, 14, 17, 20, 23)

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2 - (Attachment Style Anxious-Ambivalent):

(8) (8) (40).

(3, 6, 9, 12, 15, 18, 21, 24).

3 - (Avoidant Attachment Style):

(8) (8) (40).

(1, 4, 7, 10, 13, 16, 19, 22).

إجراءات الصدق:

7 (60)

(60).

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[illegible]

[illegible] (60) [illegible]

[illegible] (204) [illegible]

[illegible]

[illegible] (5) [illegible] .(Varimax Rotation) [illegible]

.(1) [illegible] (%56.1) [illegible] 1 < [illegible]

:1 [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
24.841	24.841	5.962	**1**
37.749	12.907	3.098	**2**
46.063	8.315	1.995	**3**
51.424	5.361	1.287	**4**
56.063	4.639	1.113	**5**

[illegible]

[illegible]

[illegible] .(%46.06)

[illegible] (0.40) [illegible]

.(60) [illegible] (24) [illegible] .(0.30)

[illegible]

[illegible] (36) [illegible]

[illegible] (24) [illegible]

[illegible]

.(2 [illegible]

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Component			رقم الفقرة في المقياس
النمط التجنبي	النمط القلق	النمط الآمن	
-.061	-.127	**.795**	17
.076	-.244	**.747**	14
.139	-.161	**.735**	11
-.060	-.146	**.733**	8
-.007	-.251	**.713**	20
-.049	-.113	**.677**	23
-.314	.186	**.667**	5
-.006	-.125	**.612**	2
.117	**.735**	-.250	12
.074	**.718**	-.268	18
.201	**.649**	-.112	9
-.173	**.640**	.033	21
.086	**.637**	-.230	15
.079	**.621**	-.013	24
.181	**.591**	-.091	6
.248	**.587**	-.115	3
.699	-.120	.005	13
.630	.032	-.004	7
.572	.022	.247	10
.477	.209	-.128	22
.469	.190	-.223	1
.462	.247	.016	4
.460	.137	-.175	19
.401	.245	.223	16

إجراءات الثبات:

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متغيرات الدراسة:

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منهجية الدراسة:

[illegible]

تصميم الدراسة:

[illegible] G1:

G1: R O1 X O2 O3

(R) [illegible] (O1) [illegible] (X) [illegible] (O2) [illegible] (O3).

[illegible] G2:

G2: R O1 X O2 O3

(R) [illegible] (O1) [illegible] (X) [illegible] (O2) [illegible] (O3).

[illegible] G3:

G3: R O1 - O2 O3

(R) [illegible] (O1) [illegible] (-) [illegible] (O2) [illegible] (O3) [illegible].

[illegible]:

[illegible] (One-Way ANOVA) [illegible] (Scheffe) [illegible].

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الفصل الرابع

نتائج الدراسة

[illegible]

[illegible] (Distribution Normal) [illegible]

. [illegible] (3) [illegible] (One Sample Kolmogorov-Smirnov test) [illegible]

[illegible] (**test One Sample Kolmogorov-Smirnov**) [illegible] **:3** [illegible]

[illegible]	Kolmogorov-Smirnov Z	[illegible]
.453	.858	[illegible]
.418	.882	[illegible]
.898	.573	[illegible]

[illegible] (3) [illegible]

[illegible] (.898-.418) [illegible]

.[illegible] (0.05 = P)

[illegible]

[illegible]

[illegible]

. [illegible] (4) [illegible]

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[illegible] :4 [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	
6.94	20.80	10	[illegible]	[illegible]
7.81	18.50	10	[illegible]	
6.34	22.30	10	[illegible]	
6.99	20.53	30	[illegible]	
4.09	18.90	10	[illegible]	[illegible]
6.25	19.20	10	[illegible]	
3.97	21.80	10	[illegible]	
4.90	19.97	30	[illegible]	
5.41	21.20	10	[illegible]	[illegible]
5.30	20.60	10	[illegible]	
6.82	24.50	10	[illegible]	
5.94	22.10	30	[illegible]	

[illegible] (4) [illegible]

[illegible]

[illegible]

.(5) [illegible]

[illegible] :5 [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
0.488	0.736	36.633	2	73.267	[illegible]	[illegible]
		49.785	27	1344.200	[illegible]	
			29	1417.467	[illegible]	
0.358	1.066	25.433	2	50.867	[illegible]	[illegible]
		23.856	27	644.100	[illegible]	
			29	694.967	[illegible]	
0.296	1.274	44.100	2	88.200	[illegible]	[illegible]
		34.611	27	934.500	[illegible]	
			29	1022.700	[illegible]	

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P) Ŧù!Ǖþ!ƒ ăĂƙù˥ǆǆ þǉƷ ŦǒƑĜ˥ơƺ Ŧ!Ǖþ ƘƒƦ ƫĂƧ5 þĂƞĂ ǄþƷ (5) ýĂþƞ!ƒ ǇǆǆǇǒƕǒ

.þĜzƕǕƒ ÿǒǆƞ Ǒ5 ŦƵĂǆƞǆǆ! ăƨzƙ (0.05 =

ǄǆĭøĜ (0.05= P) ƕĭəƑø˥Əǝ ƕǁǕǫ ǀƐƤ ƼǋþƸ ǫǁǋŦ Ǘ" :ĂǁǋǕƐ ƕĭ˥þƻǁƐ ƕƟ˥ ǄǆǄ ƼƫƟŦǁǋ

ÛüƑø˥ŦǗƐ ǀƐþƑøǋǄǄ ƕøƳǋǄǆǁǄǋ ÛƕĭĜŧƨǁƐ ƕĭŦƐƤǁƐ ǀƐþƑĜƴǁƐ üĭǫƴŦ ƕƳǋǄǆǁǄ ǀƑǁþǫ ǀƑƯƨǋŦǄ

"ăǫƴĜǁƐ ƧƑĭƫǁƐ Ĭƺ ƼŧƴŦǁƐ ƧƑĭƫǄ ǫƑƴĜƈ ĂŧƳ ƕƯĜƑ˥ǁƐ ƕƳǋǄǆǁǄǁƐǋ

ƩĜùǒǀ!ƒ Ǒ5 ƫǁzƙ!ƒ ƩĜǒǀǆ þĜzƕǕ ŦǒƧĜǒzǆ!ƒ ƘĜ5ƒƧơǈǕƒĂ ŦǒƕĜ˥ơ!ƒ ƘĜƱ˥Ăƙǆ!ƒ ƘƞƧƤƙ˥ƒ

Ǖ(ŦƱƕĜùư!ƒ ǕýĜù˥ƙǕƒ ƘƒƧĜǌǆ ǕŦǒƕ˥!ƒ ŦǒƙƒƦ!ƒ ƘƒƧĜƕz!ƒ ýǒþzƙ) ŦƵĂǆƞǆ!ƒ Ƨǒƺƙǆ! ĜzƕƙĬþzƕ!ƒ

.ǁ!Ʀ ƠưĂǒ ǉĜǉþǋ ýĂþƞ!ƒĂ

þĭƸŦǄ ƒƨƟ ăǫƴĜǁƐ ƧƑĭƫǁƐ Ĭƺ ƼŧƴŦǁƐ ƧƑĭƫǄ ǫƑƴĜǗ ƕĭþƑĭƴǄǁƐ ǀƑƺƐþƟǆǗƐǋ ƕĭĜƑƨƟǁƐ ǀƑƯƨǋŦǄǁƐ :**6**üǋǫǁ ƕƳǋǄǆǁƐ

ĭƧĜǒzǆ!ƒ ƻƒƧơǈǕƒ	ǑƕĜ˥ơ!ƒ Ʊ˥Ăƙǆ!ƒ	þz!ƒ	ƘĜ5!ƒ	
2.79	10.70	10	Ŧǒƕ˥!ƒ ŦǒƙƒƦ!ƒ ƘƒƧĜƕz!ƒ ýǒþzƙ	ĭþzƕ ƫǁ!ƒ
8.18	14.40	10	ýĜ˥ƙǕƒ ƘƒƧĜǌǆ	
7.40	17.10	10	ŦƱƕĜư!ƒ	
6.88	14.07	30	ƳĂǆƞǆ!ƒ	
3.99	33.80	10	Ŧǒƕ˥!ƒ ŦǒƙƒƦ!ƒ ƘƒƧĜƕz!ƒ ýǒþzƙ	ĭþzƕ ǇǆǕƒ
3.74	28.70	10	ýĜ˥ƙǕƒ ƘƒƧĜǌǆ	
6.58	24.70	10	ŦƱƕĜư!ƒ	
6.09	29.07	30	ƳĂǆƞǆ!ƒ	
6.56	16.20	10	Ŧǒƕ˥!ƒ ŦǒƙƒƦ!ƒ ƘƒƧĜƕz!ƒ ýǒþzƙ	ĭþzƕ Ǒƕǉƞƙ!ƒ
4.39	18.20	10	ýĜ˥ƙǕƒ ƘƒƧĜǌǆ	
5.65	21.10	10	ŦƱƕĜư!ƒ	
5.78	18.50	30	ƳĂǆƞǆ!ƒ	

þĜùzƕǕ ŦǒƧĜǒzǆ!ƒ ƘĜ5ƒƧơǈǕƒĂ ŦǒƕĜ˥ơ!ƒ ƘĜƱ˥Ăƙǆ!ƒ Ǒ5 ǿǒƧǋĜǗ ǿǉǒĜƕƙ (6) ýĂþƞ!ƒ ǇǒƕǑ

ŦùǒƙƒƦ!ƒ ƘƒƧĜƕz!ƒ ýǒþzƙ) ŦƵĂǆƞǆ!ƒ Ƨǒƺƙǆ ƘĜ5 ƻǗƙƤƒ Ɣƕ˥ƕ ĭþzƕ!ƒ ƩĜǒǀ!ƒ Ǒ5 ƫǁzƙ!ƒ ƩĜǒǀǆ

ŦǒƕĜ˥ơ!ƒ ƘĜƱ˥Ăƙǆ!ƒ ǇǒƕŦǒƑĜ˥ơǕƒ ƫĂƧ5!ƒ Ŧ!Ǖþ ǇĜǒƕ!Ă Ǖ(ŦƱƕĜư!ƒ ǕýĜ˥ƙǕƒ ƘƒƧĜǌǆ ǕŦǒƕ˥!ƒ

.(7) ýĂþƞ!ƒ Ɣ˥ơ ĭþĜơǕƒ ǇǒĜƕƙ!ƒ ýǒǁơƙ Ǆþ ƤƙǇƒ

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ăƣyĜƚǁƐ ƧƒĬŝƚǁƐ Ĭ ƺ Ƽǂyǂƚǁ ƧƒĬŝƚǁ ƣƒyĜĉ Ăǂ Y ƖƒYǸjƉǁǁ ƉǁĬĜ ƼǸjƥ ǂƚ ăƣƒƟǓƐ ƉǁĬƒĜǂƚƐ üǂ ƟǂƟ :**6** üǸjƣǁ

ƉǁŋƠ ƧƛǕƒ	ǂ!Ǖƥ!ƒ ǂŏƒĜƬƠǕƒ	Ƨ ǂƉǁŏp	ƠƖĂƙǁ ƘĜǅƧǁ!ƒ	ƘĜŋƧƥ ǂŏƧƠ!ƒ	YĂǁŋǁ ƘĜǅƧǁ!ƒ	ƧƥƬǁ!ƒ	
.151	.111	2.392	103.233	2	206.467	ƘĜƵĂǁŋǁ!ƒ ǇŏǇ	ƽǁǁ!ƒ
			43.163	27	1165.400	ƘĜƵĂŋǁ!ƒ ýƤƒƥ	ĭƥǅ
				29	1371.867	Ŏǁǂ!ƒ	
.387	.001	8.513	208.033	2	416.067	ƘĜƵĂǁŋǁ!ƒ ǇŏǇ	ǇǁǕƒ
			24.437	27	659.800	ƘĜƵĂŋǁ!ƒ ýƤƒƥ	ĭƥǅ
				29	1075.867	Ŏǁǂ!ƒ	
.125	.164	1.932	60.700	2	121.400	ƘĜƵĂǁŋǁ!ƒ ǇŏǇ	ŎǇǇŋƙ!ƒ
			31.411	27	848.100	ƘĜƵĂŋǁ!ƒ ýƤƒƥ	ĭƥǅ
				29	969.500	Ŏǁǂ!ƒ	

P) ǂù!Ǖƥ!ƒ ăĂƙùƖǁ ƥǇƵ ǂŏƒĜƬƠǫ ǂ!Ǖƥ ƘƒƦ ƽĂƧƼ ƥĂŋĂ ǁƥƵ (7) ýĂƥŋ!ƒ ǇǁǇŏǇƙŏ ĬǁƵ ƠƖĂƙǁ ƧƛǕƒ ǁŋƠ ǇĜǂĂ ÜǇǁǕƒ ƥǅ!ƒ ĈĜǇƙƖĜ ƥĜǅǕƒ ýŏǁŋ Ŏƽ ǂƵĂǁŋǁ! ăƨƶƙ (0.05= ǇŏùǇ ĜŏƒĜùƬƠǫ ǂù!ƒƥ!ƒ ƽĂƧùƼ!ƒ ýùpĂǁ ƥŏƥƠƙ!Ă .ŎǇǇŋƙ!ƒ ƥǅ!ƒ Ĭǁ Ƶ ýŏǁpĂ ÜǇǁǕƒĂ ƽǁǁ!ƒ ƥǅ!ƒ .(8) ýĂƥŋ!ƒ Ŏƽ ǇŏǇǁ ĂǸj Ĝǁǂ ǸŏƼƬ ǂǁŏƧƠǇ ǂŏƥǅ!ƒ ƘĜǇƧĜǁǁ!ƒ ǁƥƤƙƖƒ ǂŏǇĜƖƠ!ƒ ƘĜƠƖĂƙǁ!ƒ

ǁǁǁǑƐ ƣyĜƚǁƐ Ăǂ Y ǇYǸjƉǁǁ ƥƙǓ ǇǁĭƧƖ ǇŝĭƥƲĜ ǇǁƣyĜƚǁƐ ƖƒǁƥƒŝǁǁƐ :**7** üǸjƣǁ

ǂƠǇĜư!ƒ	ƘƒƧĜnjǁ ýĜƬƙǕƒ	ƘƒƧĜǅ!ƒ ýŏƥƶƙ ǂŏǇƖ!ƒ ǂŏƙƒƦ!ƒ	ƠƖĂƙǁ!ƒ ŎǇĜƖƠ!ƒ		
			33.80	ǂŏǇƖ!ƒ ǂŏƙƒƦ!ƒ ƘƒƧĜǅ!ƒ ýŏƥƶƙ	ĭƥǅ ǇǁǕƒ
		5.10	28.70	ýĜƬƙǕƒ ƘƒƧĜnjǁ	
	4.00	*9.10	24.70	ǂƠǇĜư!ƒ	

.(0.05= P) ǂ!Ǖƥ!ƒ ăĂƙƖǁ ƥǇƵ ǂ!ƒƥ *

ǂùƵĂǁŋǁ ǇŏùǇ (0.05= P) ǂŏƒĜùƬƠǫ ǂ!Ǖƥ ƘƒƦ ƽĂƧƼ ƥĂŋĂ (8) ýĂƥŋ!ƒ ǇǁǇŏǇƙŏ ýŏƥùƶƙ ǂùƵĂǁŋǁ ƠǃĜƬ! ƽĂƧƼ!ƒ ƘĈĜŋĂ ÜǂƠǇĜư!ƒ ǂƵĂǁŋǁ!ƒĂ ǂŏǇƖ!ƒ ǂŏƙƒƦ!ƒ ƘƒƧĜǅ!ƒ ýŏƥƶƙ .ǂŏǇƖ!ƒ ǂŏƙƒƦ!ƒ ƘƒƧĜǅ!ƒ

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[illegible] (0.05= P) [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] :8 [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	
2.49	10.20	10	[illegible]	[illegible]
5.78	12.60	10	[illegible]	
7.21	18.20	10	[illegible]	
6.33	13.67	30	[illegible]	
2.67	36.40	10	[illegible]	[illegible]
3.71	30.20	10	[illegible]	
6.37	24.20	10	[illegible]	
6.69	30.27	30	[illegible]	
6.58	15.70	10	[illegible]	[illegible]
4.50	18.30	10	[illegible]	
5.96	21.70	10	[illegible]	
6.08	18.57	30	[illegible]	

[illegible] (9) [illegible]

[illegible]

[illegible]

.(10) [illegible]

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[illegible] :9 [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
.290	.010	5.525	168.533	2	337.067	[illegible]	[illegible]
			30.504	27	823.600	[illegible]	[illegible]
				29	1160.667	[illegible]	
.573	.000	18.150	372.133	2	744.267	[illegible]	[illegible]
			20.504	27	553.600	[illegible]	[illegible]
				29	1297.867	[illegible]	
.169	.083	2.739	90.533	2	181.067	[illegible]	[illegible]
			33.048	27	892.300	[illegible]	[illegible]
				29	1073.367	[illegible]	

[illegible] (10) [illegible] (0.05= P) [illegible] .(11) [illegible]

[illegible] :10 [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
			10.20	[illegible]	[illegible]
		2.40	12.60	[illegible]	
	5.60	*8.00	18.20	[illegible]	
			36.40	[illegible]	[illegible]
		*6.20	30.20	[illegible]	
	*6.00	*12.20	24.20	[illegible]	

.(0.05= P) [illegible] *

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:ǑǩǕƒ (11) ýǍƥŋ!ƒ ǈǆǎ ǈǑǓǩǑ

- ƗùǒǩƒƦ!ƒ ƘƒƧǴùǓƶ!ƒ ýǒƥùƶǩ ƗƵǍǆǎŋǆǎ ǈǑǓ (0.05= P) ƗǒǪǴƬơǫ Ɨ!Ǖƥ ƘƒƦ ƨǍƧƼ ƥǍŋǍ

ƗùǒǩƒƦ!ƒ ƘƒƧǴùǓƶ!ƒ ýǒƥƶǩ ƗƵǍǆǎŋǆǎ Ơ!ǴƬ! ƨǍƧƽ!ƒ ƘƇǴŋǍ ǕƗƱǓǴư!ƒ ƗƵǍǆǎŋǆǎ!ƒǍ ƗǒǓǇƪ!ƒ

.ƨǇ!ƒ ƥƶǓ Ǒƽ ƗǒǓǇƪ!ƒ

- ƗùǒǩƒƦ!ƒ ƘƒƧǴùǓƶ!ƒ ýǒƥùƶǩ ƗƵǍǆǎŋǆǎ ǈǑǓ (0.05 = P) ƗǒǪǴƬơǫ Ɨ!Ǖƥ ƘƒƦ ƨǍƧƼ ƥǍŋǍ

ƗùǌŋǈùǆǎƗƱǓǴù ư!ƒ ƗƵǍǆǎŋǆǎ!ƒǍ ýǴƬǩǕƒ ƘƒƧǴǌǆǎ ƗƵǍǆǎŋǆǎ ǈǆǎ ýƚǍ ƗǌŋǈǆǎƗǒǓǇƪ!ƒ

ǕƗƱǓǴư!ƒ ƗƵǍǆǎŋǆǎ!ƒǍ ýǴƬǩǕƒ ƘƒƧǴǌǆǎ ƗƵǍǆǎŋǆǎ ǈǆǎ ýƚǍ Ơ!ǴƬ! ƨǍƧƽ!ƒ ƘƇǴŋǍ ǕǎƧƤ

ýǴùƬǩǕƒ ƘƒƧǴǌǆǎ ƗƵǍǆǎŋǆǎ ǈǑǓ (0.05= P) ƗǒǪǴƬơǫ Ɨ!Ǖƥ ƘƒƦ ƨǍƧƼ ƥǍŋǍ ǈǑǓǩ ǴǆǎƗ

.ǈǆǎǕƒ ƥƶǓ Ǒƽ ýǴƬǩǕƒ ƘƒƧǴǌǆǎ ƗƵǍǆǎŋǆǎ Ơ!ǴƬ! ƨǍƧƽ!ƒ ƘƇǴŋǍ ǕƗƱǓǴư!ƒ ƗƵǍǆǎŋǆǎ!ƒǍ

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الفصل الخامس

مناقشة النتائج

(0.05 = P)

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[illegible]

[illegible] (Petherick, Jillian, & Master, 2005) [illegible]

[illegible] (0.05 = P) [illegible]

[illegible]

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Muras,) [illegible]

[illegible] (1996

Adam,) [illegible]

[illegible] (Sheldon, & West, 1996

[illegible] (Stefini et al., 2013) [illegible]

[illegible]

[illegible]

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(Dereli & Karakus, 2011)

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يوضح المرشد للمشاركين متى ومع من يستخدم كشف الذات ومستويات كشف الذات للطلبة.

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2. يطلب المرشد من المجموعة إن تذكر اهمية توكيد الذات ثم يعرض ويناقش المرشد أهمية هذه المهارة مع المجموعات على النحو التالي:

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Abstract

Bani Rshaid, Abdullah Mohammad Hamad. (2014). The Effects of Two Counseling Programs on the Modification of Insecure Attachment Styles among a sample of Adolescents. Doctoral dissertation, Yarmouk University. (Supervisor: Dr. Abdul-Kareem Jaradat).

The present study aimed to measure the effects of a pilot program based on the modification of negative self- statements, and a pilot program based on the communication skills to modify patterns of insecure attachment in a sample of adolescents. The study population consisted of 143 students in ninth and tenth grades in a school in Irbid Governorate. To achieve the objectives of the study, the researcher prepared a measure attached to teenagers, are from (24), paragraph, and based on the degrees of members of the study population on a scale attached to teenagers, the selected sample of the study consisted of 30 students, divided into three groups: two experimental groups and a control group. Each group consisted of 10 students. The group received the first pilot program based on communication skills, and be a program of (8) sessions, and continue for four weeks. The experimental group received a second pilot program based on the modification of negative self-statements, and the program (8) sessions, and continue for four weeks. The control group did not receive any treatment program. Dimensional measurement was conducted one week after the last session, and by applying the scale attachment to the three groups. After a telemetric four weeks, a follow-up measure to apply the scale for the third time in the three groups. The results showed that the program is indicative based on the modified terms the negative self has demonstrated the effectiveness of more than no treatment in dimensional measurement on the dimension of the safe, and the continued effectiveness of the counseling program based on the modified terms of negative measure up, as it was indicative program based on the modified terms the

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negative self more effective lack of treatment in the follow-up measure after attachment anxiety, as the program is based on a modified indicative phrases negative self was more effective communication skills in the follow-up measure after attachment safe. The communication skills program was more effective than no treatment in the follow-up measure after attachment safe.

Keywords: Attachment Styles, Adolescent Attachment, Communication Skills, Modification of Negative Self-Statements.

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